Quality Assurance and Compliance
Onsite Monitoring Visit
for
Adult Education and Career and Technical Education

Pensacola State College

October 29-31, 2018

Final Report

TABLE OF CONTENTS

Pensacola State College
Adult Education and Career and Technical Education
Quality Assurance and Compliance Monitoring Report

I.   INTRODUCTION

The Florida Department of Education (FDOE), Division of Career and Adult Education (division), in carrying out its roles of leadership, resource allocation, technical assistance, monitoring and evaluation, is required to oversee the performance and regulatory compliance of recipients of federal and state funding. The Quality Assurance and Compliance (QAC) section is responsible for the design, development, implementation and evaluation of a comprehensive system of quality assurance including monitoring. The role of the quality assurance system is to assure financial accountability, program quality and regulatory compliance. As stewards of federal and state funds, it is incumbent upon the division to monitor the use of workforce education funds and regulatory compliance of providers on a regular basis.

II.   AUTHORITY

The FDOE receives federal funding from the U.S. Department of Education (USDOE) for Career and Technical Education (CTE) under the Carl D. Perkins (Perkins) Career and Technical Education Act of 2006, and for Adult Education (AE) under the Workforce Innovation and Opportunity Act (WIOA) of 2014. FDOE awards sub-grants to eligible providers to administer local programs. FDOE must monitor providers to ensure compliance with federal requirements, including Florida's approved state plans for CTE and Adult Education/Family Literacy. Each state shall have procedures for reviewing and approving applications for sub-grants and amendments to those applications, for providing technical assistance, for evaluating projects, and for performing other administrative responsibilities the state has determined are necessary to ensure compliance with applicable statutes and regulations pursuant to 34 CFR 76.770, Education Department General Administrative Regulations (EDGAR) and the Uniform Grant Guidance (UGG) for grant awards issued on or after December 26, 2014. The Florida Department of Education, Division of Career and Adult Education, is required to oversee the performance of sub-grantees in the enforcement of all laws and rules (Sections 1001.03(8) and 1008.32, Florida Statutes).

Additional citations noting pertinent laws and regulations and authority to monitor are located in the 2018-2019 Quality Assurance Policies, Procedures, and Protocols, Module A, Section 1.

III.   QUALITY ASSURANCE POLICIES, PROCEDURES AND PROTOCOLS

The Quality Assurance Policies, Procedures and Protocols manual was revised in the 2018-19 program year. The manual is provided to each provider prior to the monitoring visit. The manual provides a summary of each facet of the monitoring design and the process. It also contains protocols that may be used as agencies are monitored or reviewed. References may be made to the manual in this document; it is located on the division's website at http://fldoe.org/academics/career-adult-edu/compliance.

IV.   PROVIDER SELECTION

Various sources of data are used throughout the implementation of the quality assurance system. The monitoring component of the system is risk-based. Risk assessment is a process used to evaluate variables associated with the grants and assign a rating for the level of risk to the department and the division. A

risk matrix, identifying certain operational risk factors is completed for each provider. The risk matrix for each program monitored is located in Appendix A. The results of the risk assessment process and consideration of available resources are used to determine one or more appropriate monitoring strategy(ies) to be implemented.

The Quality Assurance and Compliance section may apply any specific monitoring strategy to any federal or state-funded provider at any time. There may be circumstances that may warrant onsite monitoring, desk monitoring review or other strategies regardless of a provider's risk matrix score.

The monitoring strategy for Pensacola State College (PSC) was determined to be an onsite visit. Notification was sent to Dr. Charles E. Meadows, president, Pensacola State College on August 3, 2018. The designated representative for the agency was Dr. Debbie Douma, dean, Grants and Federal Programs.

The onsite visit to the agency was conducted October 29-31, 2018. The two representatives of the division present during the visit were program specialists, Mr. Michael Swift and Mrs. Christine Walsh of the Quality Assurance and Compliance section.

V.   PENSACOLA STATE COLLEGE

ENROLLMENT:

Fiscal Year (FY) 2016-17
CTE (possible duplication at program level): Postsecondary – 3,334
AE: 1,382

The provider was awarded the following grants for FY's 2016-17, 2017-18 and 2018-19:

Finance
FY 2016-17

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	172-1917B-7CG01	$ 195,011.00	$ 4,268.37
EL Civics	172-1937B-7CE01	$ 36,987.00	$ 779.90
Perkins CTE Postsecondary	172-1617A-7CP01	$ 558,068.00	$ 37,640.80

FY 2017-18*

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	172-1918B-8CG01	$ 189,986.00	$ 9,114.50
EL Civics	172-1938B-8CE01	$ 37,711.00	$ 5,250.46
Perkins CTE Postsecondary	172-1618A-8CP01	$ 512,335.00	$ 65,891.02

FY 2018-19

Grants	Grant Number	Grant Amount	Unexpended
Adult General Education	172-1919B-9CG01	$ 189,986.00	$ n/a
EL Civics	172-1939B-9CE01	$ 37,711.00	$ n/a
Perkins CTE Postsecondary	172-1619B-9CP01	$ 635,982.00	$ n/a

*FY 2017-18 final project disbursement reports not yet available at the time of this writing.

Additional information about the provider may be found at the following web address:
http://www.pensacolastate.edu

VI. MONITORING ACTIVITIES

The monitoring activities included pre and post visit planning, an entrance and exit conference, records review, inventory review and interviews with administrators.

Onsite Visits
Members of the team made onsite visits to the following locations:
- PSC – Pensacola Campus
- PSC – Warrington Campus

Entrance and Exit Conferences
The entrance conference for PSC was conducted on October 29, 2018. The exit conference was conducted on October 31, 2018. The participants are listed below:

Name	Title	Entrance Conference	Exit Conference
Brenda Kelly	Dean, General Studies	X	
Sheryl Walker	Assistant Comptroller	X	X
Joseph Kyle	Director, Adult Education Programs	X	X
Deborah Hooks	Director, Career and Technical Education Student Resources	X	X
Nan Jackson	Comptroller	X	
Deborah Douma	Dean, Grants and Federal Programs	X	X
Gean Ann Emond	Vice President, Business Affairs		X
FDOE Monitoring Team			
Michael Swift	Program Specialist, QAC, FDOE	X	X
Christine Walsh	Program Specialist, QAC, FDOE	X	X

Interviews
Interviews were conducted with the administrative staff. All interviews were held during the course of the visit.

Records Review
Program, financial, administrative and student records were reviewed. A complete list is provided in section VII, item F. A minimum of 40 student records were reviewed. Policies and procedures were reviewed and discussed at various times during the visit.

VII. RESULTS

A.   **ADMINISTRATION:** refers to the management and/or supervision of programs, structure of programs and services, grant oversight and other administrative areas.

- Both the CTE and AE program directors are new to their positions, but they are surrounded by program staff and campus administrators that are experienced in all aspects of grant management. Both program directors have developed a good working relationship with their FDOE grant manager.
- FDOE monitoring staff and the PSC program directors discussed the importance of submitting grant applications and amendments to their FDOE grant managers well ahead of the posted deadlines. The monitoring staff discussed multiple points of emphasis that will assist the CTE and AE grant managers in completing their grant applications in a more timely and efficient manner.
- At the program level each director takes a hands-on approach in the management of their particular grant. The CTE and AE directors are closely involved with program operations such as financial management and tracking of grant funds; program review and oversight; and program relationships with the local community.
- PSC offers multiple opportunities for college-wide professional development. CTE and AE administrators and instructors participate in all required training as required by their particular program areas.

B.   **DATA AND ASSESSMENT:** refers to all the components of the data and assessment system, including test administration, test security, data collection and entry and reporting, as well as procedures. The use of data in program decision-making is also explored and commented upon.

- PSC utilizes E-roster and Unisys to input student registration, attendance and grades.
- Instructors use Canvas as an online portal for communicating with their students as well as other faculty members.
- There is a multi-tier approval method in place for the collection, verification and submission of student data to FDOE.
- Comprehensive Adult Student Assessment System (CASAS) and Test of Adult Basic Education (TABE) test proctors are all certified as required by FDOE and each testing company.
- The tracking of students post completion of a CTE program is often difficult due to many students leaving the state to pursue higher wage positions in neighboring Alabama.
- The college Vice President of Academic and Student Affairs utilizes student and program data for review, improvement and expansion of CTE program offerings.

FINDING AND ACTION
- Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the incorrect information it was determined that Pensacola State College was utilizing outdated test scores to determine student Literacy Completion Point (LCP) gains. It was also discovered that some students were being re-tested too soon after their initial assessment, as well as some students being tested outside of the allotted time frame for re-testing. This resulted in incorrect student data reports being submitted to FDOE.

- Corrective Action B1: Pensacola State College is required to participate in a training webinar created by FDOE data staff. The training will cover the areas of determining initial functioning levels, testing and student placement, interpreting post test data, how to give placement points and how to validate student data. Once PSC completes the training, they will be required to create and submit updated written policies and procedures on how to operate their internal data collection system.

C. **CURRICULUM AND INSTRUCTION:** refers to those elements that contribute to student learning and skill acquisition.

- PSC has six campuses and multiple resource sites and learning centers to serve CTE and AE students throughout Escambia County, neighboring counties and students who live in Alabama.
- CareerSource Escarosa and PSC have a very strong relationship with the local military and armed forces community through its Veterans Upward Bound (VUB) program.
- The VUB program helps prepare eligible veterans enroll in school and successfully complete college. VUB offers a personalized range of services based on an individual's self-identified needs assessment, academic testing and career plans.
- Advisory committees play a pivotal role in improving the quality and visibility of the college's CTE programs. These committees offer insight into recent industry trends, current and future job outlooks and offer recommendations for industry-specific equipment needs.
- Multiple program improvement plans (PIP) were discussed with the CTE director and program administrators. The CTE director provided detailed steps being taken towards improving student completion rates, non-traditional student enrollment and non-traditional student completion rates.

D. **TECHNOLOGY AND EQUIPMENT:** refers to a review of the technology and equipment used by students and instructors in the classroom; addresses access, availability, innovation, use and condition.

- PSC has an all-inclusive inventory management system that electronically tracks inventory from the time an item is approved for purchase all the way through its useful life.
- PSC has a technology plan that includes policies on new equipment requests, equipment safety/storage and disposal of old equipment.
- All capitalized pieces of equipment receive an inventory identification tag which assigns a program-specific asset number that can be used to track all inventory criteria set forth by EDGAR and the UGG.
- Technology and equipment are integrated into the curriculum as required for each CTE program.

E. **ACCESS AND EQUITY:** refers to compliance with the requirements of federal non-discrimination laws as relating to recruitment, enrollment, participation and completion of programs.

- The Office of Equal Educational Opportunity (OEEO) for colleges is responsible for monitoring and overseeing civil rights compliance obligations. Should you have any questions or concerns, please contact the OEEO at 850-245-9468.

F.   **RECORDS REVIEW:** refers to a review of the records and documents that evidence compliance with federal and state rules and regulations. Samples of financial and programmatic records are reviewed.

- Sample advisory committee minutes, agendas and sign-in sheets
- College procurement/purchasing records
- College policies and procedures for finance and procurement
- College technology plan
- Student and employee handbooks
- Policies and procedures on inventory/equipment management
- Inventory records and listings
- Student data records
- Curriculum manual
- Americans with Disabilities Act (ADA) procedures for instructors and students
- Testing operations manual
- College Board policies and procedures
- Infrastructure cost agreement with CareerSource Escarosa
- Memorandums of Understanding (MOUs) and articulation agreements
- Grant funded employees time and effort (T&E) reports
- College and program sponsored training records – sign-in sheets, agendas, etc.

G.   **FINANCIAL:** refers to aspects of the federal fiscal requirements that providers must meet when expending federal funds, including financial management, procurement, inventory management and allowable costs.

- PSC has detailed financial policies and procedures to ensure effective cash management, budgeting and reconciliation of CTE and AE grants funds.
- The comptroller's office, program directors and the purchasing department represent the multiple tiers of checks and balances that a purchase must go through before it is approved for order and payment.
- Upon review, the monitoring team discovered that employee time and effort reports were signed by the appropriate parties but not dated as required by law.
- Purchase orders and records proved to be in accordance with college, state and federal policies.
- CTE and AE program directors have access to real-time records of all fiscal transactions toward their federal grants. The directors and the PSC finance department are in constant contact with each other to ensure that expenditures are allowable within the scope of a particular grant and in alignment with program needs.

FINDING AND ACTION
- Finding G1: Time and effort reports for grant funded staff were not appropriately signed and dated as required by UGG §200.430 and the FDOE Green Book (Personnel Cost – Time Distribution, Section C-19). T&E reports were signed by the supervisor, but were not dated after the completion of the time periods being certified. T&E reports cannot be certified as true if they are not signed and dated after an employee has completed the required numbers of hours worked in any given time period. T&E reports can only be signed and dated after all hours worked within a specific time period is complete and verifiable by a supervisor.

o   Corrective Action G1: Beginning with the next round of time and effort reports, the employee and supervisor shall appropriately sign and date the reports as required by law. Upon completion, the correctly filled out time and effort reports will be submitted to the FDOE team lead for approval.

H.   **COLLABORATION:** refers to the collaborative agreements, partnerships or memoranda of understanding (MOU) that are in place to benefit an agency's programs and students.

- PSC has numerous collaborations and MOUs within the local community. They often offer additional educational and job experiences to students within the college. The list of partners include, but are not limited to:
  o   Santa Rosa Medical Center
  o   Sacred Heart Hospital
  o   Emerald Coast Utilities Authority
  o   Regions Bank
  o   University of West Florida
  o   Navy Federal Credit Union
  o   Department of Children and Families
  o   Escambia County Schools
  o   City of Milton
  o   West Florida Community Care
  o   Cordova Animal Medical Center
  o   Amy Hall Photography
  o   Mercury Machining
  o   Welding Engineering Supply Company
  o   Portofino Island Resort
  o   Vantage Marketing
  o   General Electric
  o   Department of Transportation
  o   Learn to Read of Northwest Florida
  o   Early Childhood Learning Coalition

I.   **PERKINS LOCAL PROGRAM IMPROVEMENT PLAN:** A Perkins local PIP is required when an agency does not meet 90% of its agreed-upon goals for individual performance measures.

Postsecondary College Credit Performance Indicators 2016-17
In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:
- 1P1 Technical Skills: Local Actual of 50.68% vs. Local Agreed of 56.67%
- 2P1 Completion: Local Actual of 52.22% vs. Local Agreed of 60.30%
- 4P1 Placement: Local Actual of 74.34% vs. Local Agreed of 86.50%
- 5P1 Non-traditional Enrollment: Local Actual of 18.89% vs. Local Agreed of 22.29%

Postsecondary Certificate Performance Indicators 2016-17
In 2016-17 the agency met or exceeded all postsecondary measures except for the following; therefore a PIP was required:
- 4A1 Placement: Local Actual of 65.78% vs. Local Agreed of 76.77%
- 5A1 Non-traditional Enrollment: Local Actual of 7.45% vs. Local Agreed of 12.22%
- 5A2 Non-traditional Completion: Local Actual of 38.24% vs. Local Agreed of 47.35%

J. **PROGRAMS OF STUDY:**

Implementation of Programs of Study
As part of the division assistance process, all agencies selected for a monitoring visit each project year will receive special technical assistance on Programs of Study (POS) and their development and implementation. The section of the monitoring protocol concerning POS has been expanded and the narrative and supporting materials for this section were collected prior to the onsite visit. During the monitoring visit to PSC, Cathy Hammond and Heather Conley of the Federal and State Initiatives (FSI) section of the division discussed via a conference call, submitted narrative and materials on POS with PSC staff on October 29, 2018. A summary of the conference call discussion compiled by the FSI team appears below.

Program of Study: Automation and Production Technology (secondary)/Mechanical Design and Fabrication (postsecondary)

Program Basics
- PSC staff on the call were all new to their positions, so they were not able to provide specific information related to the development, implementation and outcomes from the Mechanical Design and Fabrication POS. This POS was fully implemented in 2014-15. Seventy-eight students were enrolled in the program in 2016-17, with 34 completers. By this fall (2018), enrollment in this POS was down to 42 students.
- In 2017-18, staff noted that there was a modification in the pathway, where the secondary program became Advanced Manufacturing Technology.

Program Completion
- There are a variety of challenges that impact the number of students completing this POS at PSC. Two major challenges were discussed by staff during the conference call and are summarized below.

Challenges Due to Regional Job Opportunities
- One challenge with completions in this program at the college level is that there is really low unemployment now in construction and welding occupations related to this POS. Students leave with jobs before program completion. It depends on the employer as to whether it is important for students to complete the program to find employment. PSC needs to enlist businesses to help encourage students to finish the program.
- PSC staff on the call were unsure whether the job situation was the same for students completing the secondary program. They thought that the job prospects of these students might depend on whether they had earned an industry certification.

Challenges Due to Geographic Location
- Another challenge identified is related to the geographic location of PSC. PSC borders the state of Alabama and welders, among other CTE professionals, often leave the state to go work in the shipyards of Mobile, AL.
- The college's low tuition rate also attracts students from Alabama into the welding program. These students generally return to Alabama once they complete enough of the program to get a job. A similar trend is also occurring in many other construction, manufacturing, ship yard and aviation occupations.

Partnerships
- An advisory committee for this POS was in place in 2016-17 and in 2017-18. The committee in 2017-18 included members of the business community and several PSC staff and faculty members.

Programs of Study Overall
Partnerships and Collaboration
Local Advisory Committees
- All PSC degree programs have advisory committees, including representatives from relevant businesses and from secondary and postsecondary, particularly in carpentry, IT and health.

Secondary and Postsecondary Collaboration
- PSC staff works closely with Escambia County School District staff on POS and articulation.
- Articulation agreements are reviewed separately from other aspects of POS. These reviews are conducted by the Office of the Dean of Baccalaureate Studies with input from secondary and college representatives. All of PSC's articulation agreements were reviewed during the last project year (2017-18).

Local Economic and Workforce Needs
- PSC staff responded that they work to address local economic and workforce needs in a variety of ways, including:
  - Keeping lines of communication open with their advisory committees,
  - Working closely with CareerSource Escarosa, where the college president serves on their board,
  - Reviewing their area's Targeted Occupations List,
  - Participating in the Florida West Economic Development Alliance, and
  - Paying attention to local need and adding or expanding programs, as needed.
- For accreditation purposes, businesses are surveyed on whether graduates are ready to enter the workplace. If graduates are found not to be ready, PSC will tweak their programs through the curriculum process. Seventeen of their programs have national accreditation.

Labor Market Demand in Region
- Staff shared that in addition to high demand in construction, manufacturing and aviation industries in their region, there is also high demand in healthcare. These opportunities are more local, however, with three large hospitals in the area offering employment.

Program Review Process
- PSC staff reported that there is a five-year calendar for program reviews. Reviews are coordinated by the VP, Academic and Student Affairs, with input from Institutional Research staff, advisory committee members and relevant program staff.
- District representatives are not involved in the formal review process of programs. They do, however, get involved through membership on advisory committees. PSC's CTE director provides input but is not directly involved in program review.
- During program reviews, various types of data are reviewed, including enrollment, demographic, completer, placement information if available and labor market data. These reviews take a holistic review of data to make sure that programs are meeting employee needs and to anticipate future needs.

<u>Definition of Program of Study</u>
- Staff on the call stated that a POS is a seamless career pathway from secondary to postsecondary that leads to industry certifications or certificates. A POS includes both academic and technical aspects and can be very specific, leading to specific credentials. Students can earn credits from secondary programs to bring into postsecondary ones.

<u>Promotion of CTE</u>
- There is an emphasis on promoting CTE programs at PSC through a variety of means, such as publishing promotional materials for non-traditional and special needs populations, producing flyers and billboards that target certain needs, fostering internships for their students and conducting outreach to their local partners. CTE staff attend faculty meetings and go into classrooms to meet with faculty and students.
- PSC staff on the call felt that Academic Affairs was doing a good job of getting the word out about programs. The VP of Academic and Student Affairs conducts targeted promotions if a program is being expanded. Once a student gets into PSC, Academic Affairs staff provide support and help them with deciding on a major, provides information on fellowships, provides information on available tutoring and point them in the right direction.

<u>Regional Perceptions of CTE</u>
- Staff on the call believe that CTE is well respected within their small region. For example, SkillsUSA in Pensacola is the host for the 2018, 2019 and 2020 events. There is great participation of local businesses in these events.
- Staff felt that the positive perception of CTE is in part due to PSC having six instructional sites, which are spread between two counties, making it as accessible as possible for residents to become students. Each campus has a different focus, which reflects the local community near their site.
- PSC staff on the call applauded the efforts of their new president to build a good career and technical education team in the last year and a half and credit his involvement in heightening local awareness of CTE in their region. For example, there is now a National Technology Honors Society at PSC. Seventy-eight students have joined and one of their students has already won a national scholarship from this organization.

Progress on 2015-16 Action Plan to Address Challenges with Placement (Measure 4A1)
- During the 2015-16 project year, PSC staff conducted a needs assessment on the challenges the college has faced in meeting local targets for placement outcomes. We followed up on three major findings from this assessment with PSC staff during the conference call.

  1. <u>Challenge tracking student placement</u>. Not only has geographic location impacted job prospects and program completion rates at PSC, it has also impacted PSC's ability to track the placement of students after leaving the college. Earlier, it was mentioned that many students were finding employment in neighboring Alabama. Unfortunately, Alabama has been reticent to share job placement data, making it difficult to track former students after leaving the college.
  2. <u>Lack of assistance for struggling students</u>. Another finding of the needs assessment was that struggling students were not being steered to resources that could assist them. PSC staff reported that the college has since been addressing this problem.
     a. PSC staff have gone directly into classrooms. A CareerSource staff person is now housed on the PSC campus, whose job is to reach out to students at risk. Identified students have received help and support, and grant funds have been used to start a

food pantry on two campuses. The orientation program is now mandatory and students have gotten mentors.

    b. PSC tries to keep a handle on needed internal and external resources. Their students have multiple challenges – needing legal, mental and health assistance, in addition to transportation and day care. There has been a cultural shift on campus to address these needs.

3. <u>Lack of student use of placement services</u>. PSC has employed various strategies to increase use of PSC placement services. These include holding 11 to 12 hiring events a year with specific employers. They have been holding job fairs with diverse employers for five years, which are held on campus and in partnership with CareerSource staff. There is also an online CTE "Job Board" for CTE students to look at currently available job listings.

XIII.   REQUIRED RESOLUTION ACTIVITIES

CAREER AND TECHNICAL EDUCATION
1. Corrective Action Plan – Pensacola State College is required to complete a CTE Corrective Action Plan.

ADULT EDUCATION
1. Corrective Action Plan – Pensacola State College is required to complete an AE Corrective Action Plan.

IX.   SUMMARY

Once the fieldwork is completed, including receipt of requested information when applicable, a preliminary report is forwarded to the provider for review. Comments are accepted and considered at the discretion of the FDOE Quality Assurance and Compliance section. The final report is completed, forwarded to the agency head with a copy to the appropriate parties, and is posted on the department's website at the following address: http://fldoe.org/academics/career-adult-edu/compliance.

Finally, the division issues a closure notice to the agency head and designated contact person. This notice indicates that all outstanding resolution items have been completed when applicable or that no further action is required.

On behalf of the department, the monitoring team extends our appreciation to all participants in the PSC onsite monitoring visit. Special thanks is offered to Dr. Debbie Douma for her participation and leadership during this process.

APPENDIX A

Pensacola State College
Career and Technical Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Career and Technical Education (CTE) Carl D. Perkins Grants

Agency Name: **PENSACOLA STATE COLLEGE**
Program type: **CTE**
Target Year: **2016-2017**
Monitoring Year: **2018-2019**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	**5**	X 10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Perkins Grants Combined	Upper Quartile	7	**3**	X 8	**24**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Perkins Grants	4 or More	7	**1**	X 8	**8**
	3	5			
	2	3			
	1	1			
3-year Perkins Improvement Plan (PIP) Index	7.50 – 10.00	7	**1**	X 6	**6**
	5.00 – 7.49	5			
	2.50 – 4.99	3			
	0<index<2.50	1			
	0	0			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Agency CTE Program Director Change from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Unexpended Funds from all Perkins Grants Combined	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				AGENCY RISK SCORE:	**120**

Data sources used for calculations: Prior to July 1, 2017

Pensacola State College
Adult Education
Risk Matrix

Risk Scores Matrix for Colleges Receiving Adult Education (AE)Grants

Agency Name: **PENSACOLA STATE COLLEGE**
Program type: **AE**
Target Year: **2016-2017**
Monitoring Year: **2018-2019**

Metric	Scaling	Point Value	Points Assigned	Weight	Total Metric Points
Number of Years Since Last Monitored	7 or More Years	7	**5**	X10	**50**
	5-6	5			
	3-4	3			
	0-2	1			
Total Budget for all Adult Education Grants Combined	Upper Quartile	7	**1**	X 8	**8**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Number of Adult Education Grants	4 or More	7	**1**	X 8	**8**
	3	5			
	2	3			
	1	1			
Change in Management Information Systems (MIS) from Previous Fiscal Year	Yes	7	**0**	X 6	**0**
	No	0			
Change in Adult Education Program Director from Previous Fiscal Year	Yes	7	**7**	X 6	**42**
	No	0			
Adult Education Performance Targets	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
Unexpended Funds from all Adult Education Grants Combined	Upper Quartile	7	**3**	X 4	**12**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
Number of Findings from the Office of the Auditor General	Upper Quartile	7	**5**	X 4	**20**
	Upper Middle	5			
	Lower Middle	3			
	Lower Quartile	1			
	0	0			
				Agency Risk Score	**152**

Data sources used for calculations: Prior to July 1, 2017

APPENDIX B

Pensacola State College
Resolution Action Plan

Findings	Corrective Actions	Agency Response	Person Responsible	Projected Date of Completion
Finding B1: The provider failed to accurately report student data in FY 2016-17 (UGG 2 CFR 200.328 Monitoring and reporting program performance, F.S. 1008.43 Career program reporting requirements). After review of the incorrect information it was determined that Pensacola State College was utilizing outdated test scores to determine student LCP gains. It was also discovered that some students were being re-tested too soon after their initial assessment, as well as some students being tested outside of the allotted time frame for re-testing. This resulted in incorrect student data reports being submitted to FDOE.	Corrective Action B1: Pensacola State College is required to participate in a training webinar created by FDOE data staff. The training will cover the areas of determining initial functioning levels, testing and student placement, interpreting post test data, how to give placement points and how to validate student data. Once PSC completes the training, they will be required to create and submit updated written policies and procedures on how to operate their internal data collection system.	Pensacola State College Adult Education Program staff members and appropriate staff members from the Management Information Systems Department (MIS) will participate in the training created by FDOE data staff and provided to the College. Upon completion of the training webinar, the College will submit updated policies and procedures to ensure that accurate student data is reported. The policies and procedures will include, at minimum, information regarding initial functioning levels, appropriate testing, placement, interpretation of data, placement points, and validation.	Joseph Kyle Director, Adult Education Programs	May 6, 2019, and dependent upon receipt of training from DOE.
Finding G1: Time and effort reports for grant funded staff were not appropriately signed and dated as required by UGG §200.430 and the FDOE Green Book (Personnel Cost – Time Distribution, Section C-19). T&E reports were signed by the supervisor, but were not dated after the completion of the time periods being certified. T&E reports cannot be certified as true if they are not signed and dated after an employee has completed the required numbers of hours	Corrective Action G1: Beginning with the next round of time and effort reports, the employee and supervisor shall appropriately sign and date the reports as required by law. Upon completion, the correctly filled out time and effort reports will be submitted to the FDOE team lead for approval.	Beginning with the round of time and effort which has ended December 31, 2018, and biannually hereafter, the employee and supervisor will sign and date T&E reports, certifying the required number of hours have been worked in the given time period.	Sheryl Walker, Asst. Comptroller	First round of time and effort certification documents due January 9, 2019; biannually hereafter.

worked in any given time period. T&E reports can only be signed and dated after all hours worked within a specific time period is complete and verifiable by a supervisor.				

Plan submitted by (name and title): Deborah L. Douma, Dean, Grants & Federal Programs
Date: January 8, 2019

Plan accepted by: Michael Swift, Program Specialist IV
Date: January 9, 2019

Status of Action Plan (to be completed by FDOE staff): Finding B1: In progress
Finding G1: Complete

Date: January 10, 2019	**Status of Plan Completion:** Ongoing